

Chapter 230

(Senate Bill 161)

AN ACT concerning

Community Schools – Alterations

FOR the purpose of ~~authorizing each county board of education that has fewer than a certain number of community schools and that receives funding from the Concentration of Poverty School Grant Program for the personnel grant and the per pupil grant to expend no more than a certain percentage of funds distributed by the State under certain circumstances; providing that the per pupil grant portion of the Program prioritize funding for areas of greatest need according to the needs assessment plan; altering certain requirements for community schools and community school coordinators; requiring the Director of Community Schools to create a common needs assessment tool *and an evaluation form*; requiring a community school coordinator to complete *an evaluation and* a needs assessment in a certain manner; authorizing the State Department of Education to ~~modify the needs assessment before granting approval~~ provide comments to community school coordinators on implementation plans; requiring the community ~~schools~~ school coordinator to review the community school's implementation plan periodically; and generally relating to community schools in the State.~~

~~BY repealing and reenacting, without amendments,~~

~~Article – Education~~

~~Section 5–223(a)(1) through (5), (7), (8), (10), and (14) and (b)~~

~~Annotated Code of Maryland~~

~~(2022 Replacement Volume and 2023 Supplement)~~

~~BY repealing and reenacting, with amendments,~~

~~Article – Education~~

~~Section 5–223(e) and (f), 9.9–101 through 9.9–104, and 9.9–106~~

~~Annotated Code of Maryland~~

~~(2022 Replacement Volume and 2023 Supplement)~~

BY adding to

Article – Education

Section 5–223(i)

Annotated Code of Maryland

(2022 Replacement Volume and 2023 Supplement)

BY repealing and reenacting, with amendments,

Article – Education

Section 9.9–101 through 9.9–104 and 9.9–106

Annotated Code of Maryland

(2022 Replacement Volume and 2023 Supplement)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
That the Laws of Maryland read as follows:

Article – Education

5–223.

(a) (1) ~~In this section the following words have the meanings indicated.~~

(2) ~~“Community school” means a community school under Title 9.9 of this article.~~

(3) (i) ~~Except as provided in subparagraph (ii) of this paragraph, “concentration of poverty level” means the average percentage of eligible students of the school’s enrollment for the 3 prior school years rounded to the nearest whole percent.~~

(ii) ~~If the 3 prior school years includes the 2020–2021 school year, “concentration of poverty level” means:~~

1. ~~The sum of the percentage of eligible students of the school’s enrollment for the 4 prior school years minus the 2020–2021 school year percentage of eligible students; divided by~~

2. ~~Three; and~~

3. ~~Rounded to the nearest whole percent.~~

(4) (i) ~~“Eligible school” means:~~

1. ~~For the personnel grant, a public school, including a public charter school, with a concentration of poverty level of:~~

A. ~~For fiscal year 2020, at least 80%;~~

B. ~~For fiscal year 2021, at least 75%;~~

C. ~~For fiscal year 2022, at least 70%;~~

D. ~~For fiscal year 2023, at least 65%;~~

E. ~~For fiscal year 2024, at least 60%; and~~

F. ~~For fiscal year 2025, and each fiscal year thereafter, at least 55%; and~~

~~2. For the per pupil grant, a public school, including a public charter school, with a concentration of poverty level of:~~

~~A. For fiscal year 2022, at least 80%;~~

~~B. For fiscal year 2023, at least 75%;~~

~~C. For fiscal year 2024, at least 70%;~~

~~D. For fiscal year 2025, at least 65%;~~

~~E. For fiscal year 2026, at least 60%; and~~

~~F. For fiscal year 2027, and each fiscal year thereafter, at least 55%.~~

~~(ii) "Eligible school" includes an alternative option program in the local school system if the students in the program are not included in the count of eligible students for another program or school to determine eligibility for the concentration of poverty grant.~~

~~(iii) "Eligible school" does not include a school that is eligible to receive funding under this section but has closed.~~

~~(5) "Eligible student" means the compensatory education enrollment as defined in § 5-222 of this subtitle in the second prior fiscal year rounded to the nearest whole number.~~

~~(7) "Needs assessment" means the assessment completed under § 9-9-104 of this article.~~

~~(8) "Per pupil grant amount" means, for all eligible schools in the county, the per pupil amount for each eligible school calculated under subsection (d) of this section multiplied by the number of eligible students in the school.~~

~~(10) "Program" means the Concentration of Poverty School Grant Program established under this section.~~

~~(14) "Wraparound services" includes the wraparound services defined under § 9-9-101 of this article.~~

~~(b) (1) There is a Concentration of Poverty School Grant Program in the State.~~

~~(2) The purpose of the Program is to provide grants to eligible schools with a high concentration of eligible students.~~

~~(3) The Program consists of the:~~

- ~~(i) Personnel grant; and~~
- ~~(ii) Per pupil grant.~~

~~(c) (1) (i) 1. For fiscal year 2022, the State shall distribute a personnel grant to each county board equal to \$248,833 for each eligible school in the county.~~

~~2. In each subsequent fiscal year, the personnel grant equals the personnel grant in the prior fiscal year increased by the inflation adjustment.~~

~~(ii) Except as provided in subparagraph (iii) of this paragraph, each county board shall distribute directly to each eligible school the amount provided under paragraph (1)(i) of this subsection.~~

~~(iii) 1. A. Except as provided in [subsubparagraph 2] SUBSUBSUBPARAGRAPH B of this [subparagraph] SUBSUBPARAGRAPH, if a local school system has at least 40 eligible schools, the county board may, on behalf of eligible schools, expend no more than 50% of the funds distributed by the State under this paragraph, provided that a plan is developed in consultation with the eligible schools that ensures that the requirements of paragraphs (2) through (8) of this subsection are met and the plan is submitted to the Accountability and Implementation Board in accordance with § 5-402 of this title.~~

~~[2.] B. [Subsubparagraph 1] SUBSUBSUBPARAGRAPH A of this [subparagraph] SUBSUBPARAGRAPH does not apply to a public charter school unless the public charter school chooses to participate in the plan.~~

~~2. A. EXCEPT AS PROVIDED IN SUBSUBSUBPARAGRAPH B OF THIS SUBSUBPARAGRAPH, IF A LOCAL SCHOOL SYSTEM HAS FEWER THAN 40 ELIGIBLE SCHOOLS, THE COUNTY BOARD MAY, ON BEHALF OF ELIGIBLE SCHOOLS, EXPEND NO MORE THAN 10% 15% OF THE FUNDS DISTRIBUTED BY THE STATE UNDER THIS PARAGRAPH, PROVIDED THAT A PLAN IS DEVELOPED IN CONSULTATION WITH THE ELIGIBLE SCHOOLS THAT ENSURES THAT THE REQUIREMENTS OF PARAGRAPHS (2) THROUGH (8) OF THIS SUBSECTION ARE MET AND THE PLAN IS SUBMITTED TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD IN ACCORDANCE WITH § 5-402 OF THIS TITLE.~~

~~B. SUBSUBSUBPARAGRAPH A OF THIS SUBSUBPARAGRAPH DOES NOT APPLY TO A PUBLIC CHARTER SCHOOL UNLESS THE PUBLIC CHARTER SCHOOL CHOOSES TO PARTICIPATE IN THE PLAN.~~

~~(2) (i) Each eligible school shall employ one community school coordinator staff position in the eligible school.~~

~~(ii) 1. Each eligible school shall provide full-time coverage by at least one professional health care practitioner during school hours, including any extended learning time, who is a licensed physician, a licensed physician's assistant, or a licensed registered nurse, practicing within the scope of the health care practitioner's license.~~

~~2. A health care practitioner providing coverage under this subparagraph may work under a school health services program, a county health department, or a school-based health center.~~

~~3. This subparagraph may not be construed to:~~

~~A. Require that an eligible school hire a full-time health care practitioner staff position; or~~

~~B. Preclude the hiring of any other health care practitioners that meet the needs of the students.~~

~~(3) Each eligible school shall use the personnel grant to fund the requirements under paragraph (2) of this subsection.~~

~~(4) If the personnel grant provided to an eligible school exceeds the cost to employ the positions and provide the coverage required under paragraph (2) of this subsection, the eligible school may only use the excess funds to:~~

~~(i) Provide wraparound services to the students enrolled in the eligible school;~~

~~(ii) Complete the needs assessment; and~~

~~(iii) In fiscal years 2021 through 2025, provide the requirements under COMAR Title 13A, Subtitle 04, including 13A.04.16.01.~~

~~(5) (i) If an eligible school, prior to receiving a personnel grant, employs an individual in a position or has the coverage required under paragraph (2) of this subsection, at least the same amount of funds shall be provided to the eligible school to be used for those positions or coverage after receiving a personnel grant.~~

~~(ii) If an eligible school satisfies subparagraph (i) of this paragraph, then the school shall use the personnel grant in accordance with paragraph (4) of this subsection.~~

~~(6) The community school coordinator shall be subject to the requirements under § 9-9-104 of this article.~~

~~(7) A county that provides a school nurse, school health services, or community school services from funds outside of those made in the fiscal year 2019 local appropriation to the county board shall continue to provide at least the same resources to an eligible school through fiscal year 2030.~~

~~(8) If an eligible school becomes ineligible, the school shall remain entitled to the personnel grant for two school years after the school loses eligibility but may not receive the per pupil grant.~~

~~(9) The personnel and per pupil grant may be used through fiscal year 2027 to provide the programs required under COMAR Title 13A, Subtitle 04, including 13A.04.16.01.~~

~~(f) (1) Each eligible school shall use the per pupil grant to provide wraparound services and other programs and services identified in the eligible school's MOST RECENT needs assessment plan, PRIORITIZING FUNDING FOR THE AREAS OF GREATEST NEED ACCORDING TO THE NEEDS ASSESSMENT PLAN.~~

~~(2) (i) Except as provided in subparagraph (ii) of this paragraph, if a local school system has at least 40 eligible schools, the county board may, on behalf of the eligible schools, expend no more than 50% of the funds distributed for the per pupil grant, provided that a plan is developed in consultation with the eligible schools that ensures that the requirements of paragraph (1) of this subsection are met and the plan is submitted to the Accountability and Implementation Board under § 5-402 of this title.~~

~~(ii) Subparagraph (i) of this paragraph does not apply to a public charter school unless the public charter school chooses to participate in the plan.~~

~~(3) (I) EXCEPT AS PROVIDED IN SUBPARAGRAPH (II) OF THIS PARAGRAPH, IF A LOCAL SCHOOL SYSTEM HAS FEWER THAN 40 ELIGIBLE SCHOOLS, THE COUNTY BOARD MAY, ON BEHALF OF THE ELIGIBLE SCHOOLS, EXPEND NO MORE THAN 10% 15% OF THE FUNDS DISTRIBUTED FOR THE PER PUPIL GRANT, PROVIDED THAT A PLAN IS DEVELOPED IN CONSULTATION WITH THE ELIGIBLE SCHOOLS THAT ENSURES THAT THE REQUIREMENTS OF PARAGRAPH (1) OF THIS SUBSECTION ARE MET AND THE PLAN IS SUBMITTED TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD UNDER § 5-402 OF THIS TITLE.~~

~~(II) SUBPARAGRAPH (I) OF THIS PARAGRAPH DOES NOT APPLY TO A PUBLIC CHARTER SCHOOL UNLESS THE PUBLIC CHARTER SCHOOL CHOOSES TO PARTICIPATE IN THE PLAN.~~

~~(4) A local school system may request flexibility in distributing funds through the Accountability and Implementation Board appeal process under § 5-406 of this title.~~

(I) (1) ON OR BEFORE AUGUST 15, 2025, AND EACH AUGUST 15 THEREAFTER, EACH COMMUNITY SCHOOL COORDINATOR OF AN ELIGIBLE SCHOOL SHALL SUBMIT TO THE DEPARTMENT AND THE ACCOUNTABILITY AND IMPLEMENTATION BOARD ~~A REPORT~~ AN EVALUATION THAT PROVIDES FOR THE IMMEDIATELY PRECEDING SCHOOL YEAR FOR THE COMMUNITY SCHOOL COORDINATOR'S ELIGIBLE SCHOOL:

(I) HOW FUNDS PROVIDED UNDER THIS SECTION WERE ALLOCATED AT THE BEGINNING OF THE SCHOOL YEAR COMPARED TO HOW THE FUNDS WERE ACTUALLY USED;

(II) THE NUMBERS OF:

1. STUDENTS IDENTIFIED AS NEEDING WRAPAROUND SERVICES;

2. STUDENTS AND FAMILIES PROVIDED WITH WRAPAROUND SERVICES, CATEGORIZED BY THE TYPE OF SERVICE AS DESCRIBED UNDER § 9.9-101 OF THIS ARTICLE; AND

3. FAMILIES, ORGANIZATIONS, AND COMMUNITY MEMBERS WHO VOLUNTEERED AT THE ELIGIBLE SCHOOL;

(III) THE RATES OF:

1. CHRONIC ABSENTEEISM; AND

2. STUDENT DISCIPLINARY ACTION; AND

(IV) STRATEGIES FOR REDUCING THE RATE OF CHRONIC ABSENTEEISM IDENTIFIED UNDER ITEM (III) OF THIS PARAGRAPH.

(2) EACH COMMUNITY SCHOOL COORDINATOR SHALL USE THE EVALUATION FORM DEVELOPED BY THE DIRECTOR OF COMMUNITY SCHOOLS UNDER § 9.9-103 OF THIS ARTICLE.

(3) THE DEPARTMENT AND THE ACCOUNTABILITY AND IMPLEMENTATION BOARD SHALL:

(I) MAKE PUBLICLY AVAILABLE EACH ~~REPORT~~ EVALUATION SUBMITTED UNDER THIS SUBSECTION; AND

(II) ON OR BEFORE DECEMBER 1, 2024, JOINTLY SUBMIT A REPORT TO THE GENERAL ASSEMBLY, IN ACCORDANCE WITH § 2-1257 OF THE

STATE GOVERNMENT ARTICLE, ON POSSIBLE METHODS FOR ENSURING THAT FUNDS PROVIDED UNDER THIS SECTION ARE USED APPROPRIATELY AND EFFECTIVELY.

9.9–101.

(a) In this title the following words have the meanings indicated.

(b) “Community school” means a public school that establishes a set of strategic partnerships between the school and other community resources that **LEVERAGE SHARED ACCOUNTABILITY, COLLABORATIVE LEADERSHIP, CAPACITY BUILDING, AND AUTHENTIC FAMILY AND COMMUNITY ENGAGEMENT, USING A STUDENT–CENTERED FRAMEWORK TO** promote **INCLUSIVE** student achievement, positive learning conditions, and the well–being of students, families, **EDUCATORS**, and the community [by providing] **THROUGH A VARIETY OF ENGAGING PRACTICES INCLUDING THE PROVISION OF** wraparound services.

(c) “School–community partnership” means a partnership between a local school system or an existing public school and a community–based organization or agency for the purpose of planning and implementing a community school.

(d) “Trauma–informed intervention” means a method for understanding and responding to an individual with symptoms of chronic interpersonal trauma or traumatic stress.

(e) “Wraparound services” means:

(1) Extended learning time, including before and after school, weekends, summer school, and an extended school year;

(2) Safe transportation to and from school and off–site **LEARNING OPPORTUNITIES, INCLUDING** apprenticeship programs;

(3) Vision, **HEARING**, and dental care services;

(4) Establishing or expanding school–based health center services;

(5) Additional social workers, mentors, counselors, **THERAPISTS**, psychologists, and restorative practice coaches;

(6) Enhancing physical wellness, including providing healthy food for in–school and out–of–school time and linkages to community providers;

(7) Enhancing behavioral health services, including access to mental health practitioners and providing professional development to school staff to provide trauma-informed interventions;

(8) Providing family and community engagement and supports, including informing parents of academic course offerings, language classes, workforce development training, opportunities for children, and available social services as well as educating families on how to monitor a child's learning;

(9) Establishing and enhancing linkages to Judy Centers and other early education programs that feed into the school;

(10) Enhancing student enrichment experiences, including educational field trips, partnerships, and programs with museums, arts organizations, and cultural institutions;

(11) Improving student attendance;

(12) Improving the learning environment at the school; and

(13) Any professional development for teachers and school staff to quickly identify students who are in need of these resources.

9.9-102.

The purpose of a community school is to help students and families overcome the in-school and out-of-school barriers that prevent children from learning and succeeding over the course of their lives by having an integrated focus on academics, health and social services, youth and community development, and **AUTHENTIC** family and community engagement.

9.9-103.

(a) There are community schools in the State.

(b) A community school shall:

(1) Promote active family and community engagement, including educational opportunities for adults and family members of students at the school who live in the neighborhood of the school;

(2) Have [a] **AT LEAST ONE** community school coordinator, as described under § 9.9-104 of this title;

(3) [Promote] **IMPLEMENT, IN A MANNER RESPONSIVE TO THE NEEDS ASSESSMENT REQUIRED UNDER § 9.9-104 OF THIS TITLE**, expanded and enriched

learning time and opportunities provided after school, during weekends, and in the summer that emphasize mastering 21st-century skills through practical learning opportunities and community problem-solving;

(4) [Promote] **IMPLEMENT** collaborative leadership and **ACCOUNTABILITY** practices that empower parents, students, teachers, principals, and community partners to build a culture of professional learning, collective trust, and shared responsibility using strategies such as site-based leadership teams and teacher learning communities;

(5) Have a parent teacher organization or a school family council; and

(6) Have a community school leadership team, **INCLUDING MEMBERS WHO REPRESENT STUDENTS, FAMILIES, AND EDUCATORS.**

(c) (1) There shall be a Director of Community Schools in the Department.

(2) The Director of Community Schools in the Department shall coordinate professional development for community school coordinators at each community school.

(3) **(I) THE DIRECTOR OF COMMUNITY SCHOOLS SHALL CREATE A COMMON NEEDS ASSESSMENT TOOL THAT EACH COMMUNITY SCHOOL COORDINATOR ~~MAY~~ SHALL USE IN ORDER TO COMPLETE THE NEEDS ASSESSMENT REQUIRED UNDER § 9.9–104 OF THIS TITLE.**

(II) THE DIRECTOR OF COMMUNITY SCHOOLS SHALL CONSULT WITH LOCAL SCHOOL SYSTEMS AND MEMBERS OF THE COMMUNITY SCHOOLS' LEADERSHIP TEAMS IN ORDER TO DETERMINE THE CORRECT CONTENT TO INCLUDE IN THE COMMON NEEDS ASSESSMENT TOOL.

(4) THE DIRECTOR OF COMMUNITY SCHOOLS SHALL DEVELOP AN EVALUATION FORM TO BE USED BY COMMUNITY SCHOOL COORDINATORS TO COMPLETE THE EVALUATION REQUIRED UNDER § 5–223 OF THIS ARTICLE.

(5) In addition to the funding provided for the Director of Community Schools position in the Department, the Governor may include in the annual budget bill an appropriation of at least \$100,000 to the Department for the Director of Community Schools to provide training and technical assistance to community schools and for additional staff.

9.9–104.

(a) (1) A community school shall have an experienced and qualified community school coordinator who:

(i) Is hired at the appropriate administrative level;

(ii) Understands, respects, and demonstrates a high degree of cultural awareness of and competency in the diversity in the community and in cross-cultural practice with stakeholders; and

(iii) May be employed by the school district.

(2) A community school coordinator may be a social worker.

(b) (1) A community school coordinator shall be responsible for:

(i) Establishing a community school;

(ii) Completing an assessment of the needs of the students in the school for appropriate wraparound services to enhance the success of all students in the school;

(iii) Developing an implementation plan based on the assessment of needs for the community school, in cooperation with other interested stakeholders; and

(iv) Coordinating support programs that address out-of-school learning barriers for students and families, including:

1. Wraparound services; and

2. As appropriate:

A. Tutoring;

B. English language learner courses;

C. Early childhood development and parenting classes;

D. College and career advising;

E. Employment opportunities;

F. Citizenship education;

G. Food pantries; and

H. School-based behavioral and physical health services.

(2) The needs assessment completed under this subsection shall:

(i) Be completed in collaboration with:

1. The principal;
2. A school health care practitioner; [and]
3. A parent teacher organization or a school council; **AND**
4. **MEMBERS OF THE COMMUNITY SCHOOLS' LEADERSHIP TEAMS;**

(ii) Include an assessment of the physical, behavioral, [and] mental, **SOCIAL, AND EMOTIONAL** health needs and wraparound service needs of students, their families, and their communities; [and]

(iii) **BE COMPLETED USING THE COMMON NEEDS ASSESSMENT TOOL DEVELOPED BY THE DIRECTOR OF COMMUNITY SCHOOLS UNDER § 9.9–103 OF THIS TITLE, WHEN THE TOOL IS AVAILABLE;**

(IV) Be submitted to the Department and the local school system within 1 year of receiving a personnel grant under § 5–223 of this article or within 1 year of becoming a community school; **AND**

(V) **BE PUBLISHED ONLINE ~~AFTER IT IS APPROVED BY THE DEPARTMENT.~~**

(3) The implementation plan completed under this subsection shall include:

(i) A strategy for providing wraparound services to address the needs of the students, their families, and their communities, building on and strengthening community resources near the school;

(ii) Inclusion, if possible and practicable, of community partners in geographic proximity to the school that can assist in meeting the needs identified in the assessment;

(iii) Ensure that time is made available to train staff on the supports available, the need for the supports, and how to engage with the community schools coordinator to access these supports; and

(iv) Develop strategies to maximize external non–State or non–local education funding.

(4) (i) The implementation plan shall be submitted to the local school system for approval within 1 year of completion of the needs assessment.

(ii) After the implementation plan is approved by the local school system it shall be submitted to the Department ~~FOR REVIEW FOR APPROVAL~~.

~~(III) THE DEPARTMENT MAY MODIFY THE NEEDS ASSESSMENT BEFORE GRANTING APPROVAL~~ PROVIDE COMMENTS TO THE COMMUNITY SCHOOL COORDINATOR ON THE IMPLEMENTATION PLAN.

(5) (I) A COMMUNITY ~~SCHOOLS~~ SCHOOL COORDINATOR SHALL REVIEW THE IMPLEMENTATION PLAN AT LEAST ONCE EVERY 3 YEARS TO DETERMINE WHETHER THE COMMUNITY SCHOOL IS MEETING STUDENTS' NEEDS.

(II) A COMMUNITY ~~SCHOOLS~~ SCHOOL COORDINATOR SHALL ALTER THE IMPLEMENTATION PLAN, USING THE COMMON NEEDS ASSESSMENT TOOL, AND THE PROVISION OF WRAPAROUND SERVICES TO ADDRESS CHANGES IN STUDENTS' NEEDS.

(III) AN UPDATED IMPLEMENTATION PLAN SHALL BE SUBMITTED TO THE LOCAL SCHOOL SYSTEM FOR APPROVAL.

(IV) AFTER AN UPDATED IMPLEMENTATION PLAN IS APPROVED, IT SHALL BE SUBMITTED TO THE DEPARTMENT ~~FOR REVIEW FOR APPROVAL~~.

~~(V) THE DEPARTMENT MAY MODIFY THE UPDATED IMPLEMENTATION PLAN BEFORE GRANTING APPROVAL~~ PROVIDE COMMENTS TO THE COMMUNITY SCHOOL COORDINATOR ON THE UPDATED IMPLEMENTATION PLAN.

9.9-106.

(a) This section does not apply to a community school that receives funding under § 5-223 of this article.

(b) A local school system shall review and approve a community school.

(c) A community school may not be implemented without the approval of a local school system.

(d) Local governments are expected to demonstrate support for a community school through meaningful partnerships, **THE ADOPTION OF SUPPORTIVE POLICY**, and [support] **ASSISTANCE** that is supplemental to and does not supplant existing efforts.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2024.

Approved by the Governor, April 25, 2024.